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News Summary

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Is the law simply a collection of rules, or is it based on moral principles? A legal scholar debates the issue. Story on Page 5.

The refusal of a bible college to seek regional accreditation has prompted the Missouri Legislature to change the law on teacher certification. Story on Page 17.

Developing institutionwide policies for faculty hiring would give colleges more flexibility in staffing, a new report says. Story on Page 25.

Undergraduate courses in philanthropy are part of a new program supported by the American Association of Fund-Raising Counsel. Story on Page 32.

University librarians are told they must become strong advocates for campus libraries or see them disappear. Story on Page 50.

Rhodes College students have the time of their lives staging *The Life and Times of Nicholas Nickleby*. Story on Page 33.

Ten per cent of the nation's college students may have chlamydia, a sexually transmitted disease. Story on Page 31.

Academic advisers for athletes, under pressure from coaches, want advisers to cool it a bit. Story on Page 47.

A violation of N.C.A.A. rules brings back painful memories at the University of Alaska at Anchorage. Story on Page 37.

The French education minister moves to increase the number of high-school graduates who go to college. Story on Page 45.

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Presidents Enlist Faculty in Effort to Ease Finances

Professors asked to upgrade programs, encourage students

By JEAN EVANGELAUF

College presidents are striving this year to enlist their faculty and staff members in campuswide efforts to stem financial problems and maintain enrollment, according to a survey by *The Chronicle*.

The presidents who responded to the nationwide poll said they were asking faculty members to upgrade academic programs, shape them to the needs of the community, and encourage more students to stay in college.

They are asking staff members to operate their departments more efficiently and hold the line on expenditures.

For their part, the presidents are devoting more time to fund-raising and strengthening their colleges' ties with alumni, business, and the community.

Raising Money a Big Concern

Money is the biggest worry among college presidents, with 38 per cent citing it as their "greatest challenge" this academic year.

To strengthen campus finances, the presidents are paying closer attention to management and long-range planning and enlarging the staffs of their development offices—in addition to spending more of their own time raising money.

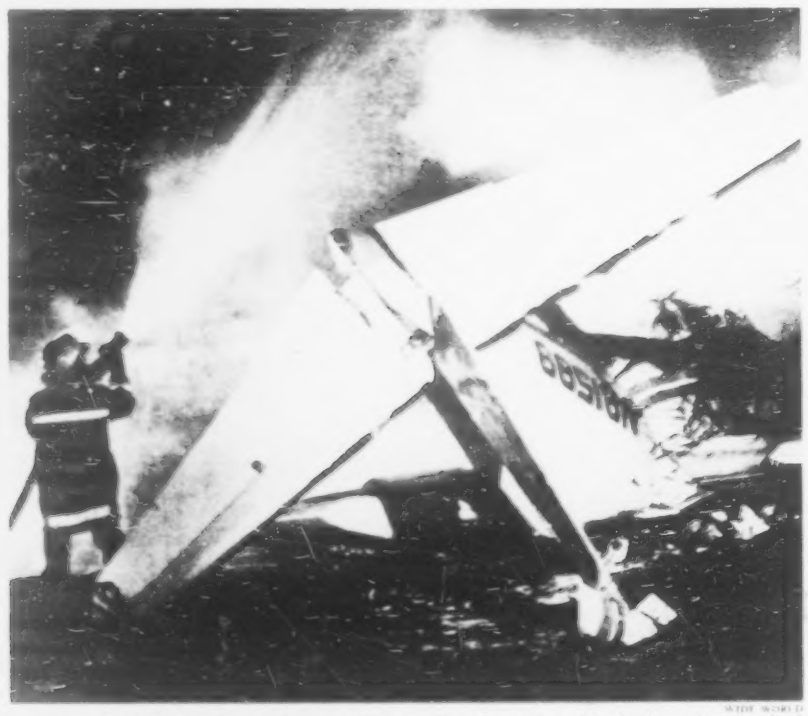
About half of them said that tending to financial affairs had demanded more attention than usual last year, and two-thirds said they they were doing more fund-raising.

Despite those efforts, fewer than half of the presidents of public colleges and universities—some 43 per cent—anticipate improvements in finances over the next five years. Some 29 per cent expect declines.

In contrast, 58 per cent of the private-college presidents are optimistic about finances, and only 6 per cent anticipate that

Continued on Page 41, Column 1

CRASH KILLS IOWA STATE RUNNERS AND COACHES



WIDE WORLD

A firefighter hoses down wreckage of an Iowa State U. airplane that crashed while flying the women's cross-country team back from a meet. Story on Page 40.

Seeking to Compete in World Economy, States Back International Education

By SCOTT JASCHIK

International education is getting more and more attention from state politicians and higher-education leaders as states place more emphasis on attracting foreign capital and marketing their products abroad.

The states see more and more of their industries becoming involved in international business. They want their students to have a broader perspective," said Blanche Anderson, director of international programs for the American Association of State Colleges and Universities.

Ralph H. Smuckler, president-elect of Administrators of International Education Programs, said the increased state interest in international education reflected a change in the way Americans think about the economy.

In the past, people worried about the whole country's position abroad; now they worry about their own state's being internationally competitive, said Mr. Smuckler, who is dean of international studies

Continued on Page 18, Column 1

Colleges Would Be Harmed by Tax Bill, Observers Say

A House panel has drafted a tax bill that would limit gifts, restrict bonds, and force many colleges to alter pension plans. See Page 17.

The Last Weeks of an AIDS Sufferer at Berkeley: a Friend Remembers

By LAWRENCE BIEMILLER

BERKELEY, CAL.

In the last weeks before Paul's death, he insisted to Terry Wetsser that horses were running loose in the bathroom of their home.

Terry remembers the hallucinatory horses with some fondness—they brought a touch of lightheartedness to his lover's days and to his own. Bedridden and in diapers, Paul was suffering progressive brain damage during the final stage of his 15-month-long bout with AIDS. He was 27.

By then, he had fought off a variety of AIDS-related ailments, including three attacks of pneumonia, and both he and Terry had dropped out of classes at the University of California's campus here—Paul because his declining health prevented him from attending class, Terry because he had decided that Paul should spend his last days at home, rather than in a hospital, and at that point Paul needed round-the-clock care.

Now, eight months after Paul's death, Terry has returned to class, seeking to complete undergraduate work that was interrupted first by a career as a restaurant manager and then by Paul's illness. He has also volunteered to serve as a public speaker in the university's AIDS-education campaign, answering questions from students, faculty members, and others on the campus who are worried about the disease and telling—against the wishes of Paul's family—both Paul's story and his own.

"His father said to me after the funeral, 'Now, don't go talking to the press,'" says Terry, who has himself experienced some minor symptoms that his doctor says may be AIDS-related. "But there's an enormous amount of negativity and fear. That needs to be balanced. I want to talk to as many people as I can."

*

Terry is 31. He was raised on a farm in Minnesota, but was attracted to northern California by its reputation as a mecca for homosexuals—he has lived with male lov-

Continued on Page 34, Column 1

U.S. Picks 10 Universities to Run Education Research Centers

WASHINGTON

Education Secretary William J. Bennett announced last week the names of 10 universities that have been selected to operate educational research and development centers.

The department will provide up to $54.5-million over five years to finance the centers. Each center will conduct research on a specific concern in education, such as the teaching of writing, and distribute the results of its research to educators and policy makers.

Department officials originally planned to select an additional university to run a center that would conduct research on the quality and effectiveness of the nation's teachers, but they said none of the applications they received had been satisfactory.

Chester E. Finn Jr., Assistant Secretary for education research and improvement, said the money that Congress had allocated for the operation of that center would be used to conduct various kinds of research on the teacher quality. Eventually, he said, the department might sponsor another competition for a research center on teacher quality, but such a decision will not be made until next year.

The lack of a center on teacher quality might upset some lawmakers, Congressional aides said, but since Congress was on its Thanksgiving recess last week, there was little reaction by lawmakers to the department's announcement.

Closely Watched Competition

Last week's announcement came after an elaborate competition process, which had been closely watched by education researchers. Many researchers had pressed the department to change its procedures for reviewing grant proposals in the aftermath of a controversial award that was made for a center on the use of technology in education.

Allegations of political favoritism were leveled after Manuel J. Justiz, then director of the National Institute of Education, overrode the decision of a panel of technical advisers and awarded a grant for the center to Harvard University.

The General Accounting Office, Congress's investigative unit, later found that Mr. Justiz had acted within his authority by making the award to Harvard instead of to Bank Street College, which had been favored by the technical advisers.

In an effort to quell the controversy, the department developed a complex peer-review system involving more than 100 people.

Education researchers said last week they were generally pleased with the way the department had used its new peer-review system to make the awards for the centers.

More than 100 institutions submitted proposals for the research-center grants. The department awarded 36 of them "planning grants" earlier this year as a way to make certain that institutions which already operated centers wouldn't have an unfair advantage over new competitors.

Few of the institutions that have been long-time recipients of federal aid to operate research centers won this year's competition.

"It's common knowledge that the existing centers are of uneven quality," Mr. Finn said last week.

Starting this Month

Education Department officials said most of the institutions selected planned to operate their centers in cooperation with other institutions and researchers.

The centers will begin operating later this month.

Institutions that are not judged to have performed their duties satisfactorily may not receive the full amount that the department plans to provide, officials said.

Some cutbacks also might be necessary if Congress reduces appropriations for education-research projects, they added.

Following are the institutions receiving grants, the centers they will operate, and the maximum amount the department plans to provide over five years:

Columbia University Teachers' College—Center on Education and Employment, $4-million.

Johns Hopkins University—Center on Effective Elementary Schools, $5.5-million.

Michigan State University—Center for Teacher Education, $6-million.

Rutgers University—Center on State and Local Policy Development and Leadership in Education, $6.5-million.

University of California at Berkeley—Center for the Study of Writing, $4-million.

University of California at Los Angeles—Center on Student Testing, Evaluation, and Standards, $5-million.

University of Maryland at College Park—Center on Postsecondary Management and Governance, $6.5-million.

University of Michigan—Center on Postsecondary Teaching and Learning, $5-million.

University of Pittsburgh—Center for the Study of Learning, $6.5-million.

University of Wisconsin at Madison—Center on Effective Secondary Schools, $5.5-million.

The department rejected the proposals of the following institutions that had sought to continue running research centers:

Stanford University—Institute for Research on Educational Finance Governance.

National Center for Higher Education Management Systems, Boulder, Colo.

National Center for Research in Vocational Education, Columbus, Ohio.

University of Oregon—Center for Educational Policy and Management.

University of Texas—Research and Development Center for Teacher Education.

STACY L. PALMER

FACT-FILE

How Higher Education Would Fare Under Budget Compromise

In the Department of Education

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Student assistance			
Guaranteed student loans	$2,300,000,000	$2,601,000,000	$2,588,000,000
College work-study	435,000,000	0	412,500,000
Supplemental grants	370,000,000	350,000,000	362,500,000
Basic grants (Pell grants)	2,450,000,000	0	2,700,000,000
State student incentive grants	76,000,000	0	76,000,000
College work-study student loans	180,000,000	0	218,000,000
National direct student loans	204,579,000	114,482,000	209,000,000
Aid for special groups			
Graduate and professional opportunities	31,000,000	0	31,000,000
Patricia Roberts Harris fellowships	19,500,000	0	20,000,000
National graduate fellowships	7,500,000	0	7,500,000
Institutional assistance			
Strengthening institutions	80,000,000	0	80,000,000
Cooperative education	13,400,000	0	13,400,000
Veterans Cost of Instruction	11,000,000	0	11,000,000
Interest subsidies for facilities	23,519,000	20,000,000	23,600,000
Facilities construction grants	10,000,000	0	10,000,000
Education Loans and insurance	14,098,000	11,996,000	11,996,000
Law School Clinical Experience	1,000,000	0	1,000,000
Aid to disadvantaged			
Developing institutions	141,208,000	141,208,000	141,208,000
College aid migrant programs	1,200,000	0	1,200,000
Minority institutions science improvement	5,000,000	5,000,000	0[1]
Programs for disadvantaged students	174,340,000	80,670,000	176,370,000
Upward Training for the Disadvantaged	1,500,000	0	1,500,000

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Women's educational equity	$ 6,000,000	$ 0	$ 6,000,000
Science and math education	100,000,000	100,000,000	50,000,000
Vocational education	231,314,000	731,314,000	836,814,000
Adult education	101,963,000	100,000,000	101,963,000
Bilingual education			
Training grants	33,566,000	24,000,000	33,566,000
Bilingual vocational training	3,696,000	0	3,696,000
Office for Civil Rights	44,560,000	42,908,000	44,560,000
Library resources			
Research libraries	9,000,000	0	9,000,000
Training and demonstration	1,000,000	0	1,000,000
Education research and statistics			
National Institute of Education	51,231,000	51,000,000	51,231,000
Center for Statistics	9,147,000	8,147,000	9,147,000
Fund for the Improvement of Postsecondary Education	12,710,000	0	12,710,000
Education for the handicapped			
Vocational and postsecondary programs	5,300,000	5,300,000	5,300,000
Research and development	16,090,000	16,090,000	17,090,000
Personnel development	61,000,000	50,000,000	64,000,000
Rehabilitation training	22,000,000	15,000,000	27,000,000
National Institute of Handicapped Research	39,000,000	39,000,000	44,000,000

In the Department of Health and Human Services

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
National Institutes of Health			
Cancer Institute	$1,167,671,000	$1,131,479,000	$1,268,159,000
Heart, Lung, and Blood Institute	804,996,000	774,147,000	859,572,000
Institute of Dental Research	100,936,000	94,678,000	103,377,000
Institute of Arthritis, Diabetes, and Digestive Diseases	539,526,000	521,616,000	569,597,000
Institute of Neurological Disorders and Stroke	396,609,000	375,515,000	433,595,000
Institute of Allergy and Infectious Diseases	368,347,000	358,813,000	383,717,000
Institute of General Medical Sciences	482,817,000	456,854,000	514,414,000
Institute of Child Health and Human Development	310,395,000	294,262,000	321,972,000
Eye Institute	178,499,000	161,669,000	195,168,000
Institute of Environmental Health	193,790,000	183,679,000	197,686,000
Institute on Aging	144,785,000	135,376,000	156,592,000
Research resources	305,654,000	283,224,000	305,696,000
International Center	11,529,000	11,464,000	11,568,000
Library of Medicine	54,762,000	54,124,000	57,956,000
Total N.I.H.	5,148,222,000	4,860,511,000	5,501,454,000
Health research and training			
Mental-health research	193,342,000	191,178,000	214,000,000
Mental-health clinical training	22,000,000	0	20,000,000
Mental-health research training	16,000,000	16,000,000	16,000,000
Drug-abuse research	$64,320,000	$68,760,000	$74,000,000

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Health research and training—Continued			
Drug-abuse research training	$1,500,000	$1,500,000	$1,500,000
Alcoholism research	48,509,000	52,787,000	57,000,000
Alcoholism research training	1,500,000	1,500,000	1,500,000
Centers for Disease Control			
Occupational safety and health research	57,413,000	58,923,000	58,923,000
Occupational safety and health training	8,760,000	0	8,760,000
Health services research	17,509,000	17,452,000	17,492,000
Medicare research and demonstration	34,000,000	22,000,000	31,000,000
Health professions education			
Student assistance			
Exceptional need scholarships	7,000,000	0	7,000,000
National Health Service Corps	45,726,000	45,793,000	63,500,000
National Health Service Corps scholarships	2,300,000	0	2,300,000
Aid to disadvantaged students	24,000,000	0	25,500,000
Institutional assistance			
Nurse training	59,600,000	0	61,900,000
Center for nursing research	5,000,000	0	0
Public health	11,600,000	0	12,100,000
Primary care and family-medicine training	66,700,000	0	66,300,000
Guaranteed loans for medical facilities	26,500,000	25,000,000	25,000,000
Area health education centers	18,000,000	0	18,000,000

[1] Appropriations deferred because legislation had not been passed to extend the program.

Presidents Enlist Faculty to Ease Finances

Continued from Page 1

financial conditions will deteriorate. Presidents are tackling the problem of enrollment by improving their course offerings and marketing them more aggressively. Among the strategies of the 27 per cent who cited enrollment as their biggest challenge:

► "Change our mission to recognize the adult learner, and establish centers of excellence to accent our top programs."

► "Focus on the reasons for attrition. Make sure the entire campus 'owns' the problem."

► "Increase financial aid."

► "Provide additional study-skills assistance for students whose needs lie therein."

► "Establish liaison with high-school principals."

Overall, three of every four presidents surveyed said that enrollment was an "extremely important" concern on their campuses last year. Presidents of private liberal-arts colleges were the most worried, with 81 per cent saying that student recruitment was a major issue.

Student financial aid is closely linked to finances and enrollment. Two-thirds of the private-college presidents and one-third of those at public colleges said that student aid was a critical issue at their campus.

About one in every seven presidents cited academic quality as the most pressing concern this year. To improve their programs, the presidents are reviewing and revamping their curricula, developing ways to recognize outstanding teachers, and providing faculty-development programs.

Overall, about one-quarter of the public-college presidents rated academic conditions of their campuses "excellent," and 63 per cent expected improvements over the next five years. One-third of the private-college presidents gave their programs high marks, and 71 per cent expected gains in the future.

A number of presidents said that boosting campus morale was their biggest challenge this year. To keep his institution's "sense of balance and common commitment in a period of growing turbulence and uncertainty," one president said he intended to "communicate more effectively, and strive for demonstrable successes in several critical areas so we have some good news to share as a stimulus to our forward momentum."

Another president, who identified "maintaining institutional self-confidence" as his greatest challenge this year, said he would meet it through "good communications internally, and *lots and lots* of affirmation for the faculty so they don't foul their own nest."

Morale of faculty members and senior administrators is highest at private research universities, with 53 per cent of their presidents rating it "excellent." The majority of the presidents of those institutions expressed the belief that in terms of their ability to recruit top faculty members and increase their pay, their institutions were gaining ground.

At other types of colleges and universities, fewer than one-quarter of the presidents considered faculty morale excellent, and in most cases, fewer than half noted gains in faculty pay and morale last year.

In other areas, 20 per cent of the presidents reported a student protest on their campus in 1984-85. Two-thirds of the protests concerned South Africa, and the rest covered a wide variety of issues, among them housing and food-service practices.

The survey results are based on a stratified random sample of 293 college and university presidents. The survey was conducted by John Minter Associates, a research organization based in Boulder, Colo.

CHRONICLE SURVEY

College Presidents' Views on Trends and Issues on Their Campuses

5-Year Forecasts

	Public				Private				
	Doctoral	Comprehensive	2-year	All	Doctoral	Comprehensive	Liberal arts	All	All institutions
Academic condition									
Gaining ground	69%	66%	61%	63%	88%	78%	73%	71%	67%
Little or no change	31%	32%	35%	34%	12%	22%	26%	29%	31%
Losing ground	0%	0%	4%	3%	0%	0%	0%	0%	1%
Financial condition									
Gaining ground	50%	45%	43%	45%	76%	61%	73%	58%	51%
Little or no change	33%	34%	20%	24%	24%	28%	22%	35%	30%
Losing ground	11%	21%	35%	29%	0%	8%	4%	6%	18%
Student services									
Gaining ground	53%	60%	63%	61%	76%	78%	65%	65%	63%
Little or no change	47%	36%	33%	35%	24%	22%	34%	34%	35%
Losing ground	0%	2%	4%	3%	0%	0%	0%	0%	2%

Rating of Conditions Today

Academic condition									
Excellent	42%	21%	26%	26%	35%	28%	36%	32%	29%
Good	58%	62%	61%	61%	65%	69%	54%	59%	60%
Fair	0%	17%	13%	13%	0%	3%	8%	8%	10%
Poor	0%	0%	0%	0%	0%	0%	1%	1%	0%
Financial condition									
Excellent	22%	15%	12%	20%	29%	31%	28%	25%	22%
Good	22%	42%	41%	40%	53%	58%	34%	41%	40%
Fair	44%	40%	35%	33%	18%	11%	26%	28%	30%
Poor	11%	13%	4%	7%	0%	0%	11%	6%	7%
Student services									
Excellent	28%	23%	20%	21%	18%	28%	16%	17%	19%
Good	58%	57%	57%	57%	71%	47%	64%	65%	61%
Fair	11%	19%	24%	22%	12%	25%	19%	18%	20%
Poor	3%	2%	0%	1%	0%	0%	0%	0%	0%
Recruiting and retaining top faculty members									
Excellent	17%	15%	15%	17%	47%	17%	34%	24%	20%
Good	44%	45%	43%	44%	41%	67%	42%	46%	45%
Fair	39%	36%	33%	34%	12%	17%	21%	28%	31%
Poor	0%	4%	7%	5%	0%	0%	2%	1%	3%
Faculty compensation									
Excellent	17%	8%	26%	21%	35%	14%	15%	15%	16%
Good	17%	40%	41%	42%	47%	53%	51%	40%	41%
Fair	56%	34%	22%	28%	12%	25%	26%	36%	33%
Poor	11%	18%	11%	10%	6%	8%	10%	11%	11%
Morale of faculty members									
Excellent	19%	10%	22%	18%	12%	17%	18%	16%	17%
Good	42%	53%	48%	49%	41%	61%	49%	54%	51%
Fair	36%	36%	30%	32%	41%	19%	29%	25%	28%
Poor	3%	1%	0%	1%	6%	3%	4%	4%	4%
Recruiting and retaining top senior administrators									
Excellent	22%	15%	15%	16%	53%	28%	19%	18%	17%
Good	50%	53%	58%	56%	41%	64%	68%	68%	61%
Fair	28%	26%	13%	19%	6%	8%	10%	14%	16%
Poor	0%	6%	13%	9%	0%	3%	3%	1%	4%
Compensation for senior administrators									
Excellent	6%	11%	22%	18%	47%	25%	13%	14%	16%
Good	47%	38%	48%	46%	47%	58%	41%	49%	47%
Fair	47%	32%	20%	26%	6%	8%	34%	27%	26%
Poor	0%	17%	11%	12%	0%	8%	9%	9%	11%
Morale of senior administrators									
Excellent	31%	15%	26%	24%	53%	42%	32%	30%	27%
Good	53%	64%	65%	64%	47%	56%	55%	60%	62%
Fair	17%	17%	9%	11%	0%	3%	12%	10%	11%
Poor	0%	2%	0%	0%	0%	0%	0%	0%	0%

Footnotes appear on Page 42

Political Environment for Higher Education Today

	Public				Private				
	Doctoral	Comprehensive	2-year	All	Doctoral	Comprehensive	Liberal arts	All	All institutions
At the federal level									
Excellent	0%	0%	4%	3%	0%	0%	0%	0%	1%
Good	3%	11%	4%	6%	18%	14%	6%	9%	7%
Fair	64%	43%	59%	55%	29%	42%	52%	48%	52%
Poor	31%	45%	33%	36%	53%	42%	42%	41%	38%
At the state level									
Excellent	8%	4%	2%	3%	12%	14%	8%	7%	5%
Good	44%	42%	37%	39%	18%	47%	40%	43%	41%
Fair	36%	36%	43%	41%	53%	28%	39%	39%	40%
Poor	11%	19%	17%	17%	6%	11%	12%	9%	13%
At the local level									
Excellent	11%	19%	22%	20%	6%	8%	13%	12%	16%
Good	47%	42%	43%	43%	35%	50%	44%	44%	44%
Fair	31%	25%	22%	23%	35%	28%	26%	28%	26%
Poor	8%	11%	9%	9%	18%	8%	8%	9%	9%

Current Trends

Academic condition									
Gaining ground	78%	70%	57%	62%	82%	83%	71%	67%	64%
Little or no change	22%	26%	37%	33%	18%	17%	26%	31%	32%
Losing ground	0%	4%	7%	5%	0%	0%	2%	1%	3%
Financial condition									
Gaining ground	67%	42%	39%	42%	82%	67%	58%	60%	51%
Little or no change	14%	38%	30%	31%	12%	31%	28%	29%	30%
Losing ground	19%	19%	30%	27%	6%	3%	14%	12%	19%
Student services									
Gaining ground	53%	51%	52%	52%	82%	72%	53%	54%	53%
Little or no change	44%	40%	39%	40%	18%	28%	45%	44%	42%
Losing ground	3%	9%	9%	8%	0%	0%	1%	1%	5%
Recruiting and retaining top faculty members									
Gaining ground	47%	42%	24%	30%	65%	33%	6%	34%	32%
Little or no change	39%	40%	57%	51%	35%	58%	58%	56%	53%
Losing ground	14%	17%	20%	18%	0%	8%	9%	9%	14%
Faculty compensation									
Gaining ground	50%	40%	39%	40%	71%	31%	36%	35%	38%
Little or no change	22%	42%	46%	43%	29%	58%	44%	51%	47%
Losing ground	28%	19%	15%	17%	0%	11%	19%	13%	15%
Morale of faculty members									
Gaining ground	42%	20%	38%	30%	82%	39%	6%	40%	38%
Little or no change	42%	62%	52%	54%	18%	53%	41%	47%	50%
Losing ground	17%	11%	9%	10%	18%	8%	18%	12%	11%
Recruiting and retaining top senior administrators									
Gaining ground	44%	32%	24%	28%	65%	39%	34%	31%	30%
Little or no change	50%	55%	57%	55%	35%	53%	62%	63%	59%
Losing ground	6%	9%	15%	13%	0%	8%	1%	4%	9%
Compensation for senior administrators									
Gaining ground	33%	32%	28%	30%	71%	36%	35%	34%	32%
Little or no change	44%	45%	48%	47%	29%	53%	52%	54%	50%
Losing ground	22%	23%	24%	23%	0%	11%	12%	11%	17%
Morale of senior administrators									
Gaining ground	42%	34%	39%	38%	71%	50%	38%	40%	39%
Little or no change	56%	51%	54%	54%	29%	50%	56%	56%	55%
Losing ground	3%	13%	7%	8%	0%	0%	2%	1%	5%

Continued on Following Page

CHRONICLE SURVEY—Continued

College Presidents' Views on Trends and Issues

Critical Issues at Institution

	Public				Private				
	Doctoral	Comprehensive	2-year	All	Doctoral	Comprehensive	Liberal arts	All	All institutions
Affirmative action									
Extremely important	33%	26%	22%	24%	6%	6%	1%	3%	14%
Important	50%	64%	52%	55%	76%	53%	35%	42%	49%
Not urgent	17%	9%	26%	21%	18%	39%	59%	53%	37%
Curriculum review									
Extremely important	22%	28%	9%	16%	12%	35%	32%	35%	31%
Important	44%	58%	59%	57%	53%	47%	42%	43%	50%
Not urgent	28%	13%	16%	14%	35%	18%	26%	22%	19%
Compensation of faculty members									
Extremely important	39%	42%	28%	34%	24%	31%	46%	40%	37%
Important	56%	38%	41%	54%	76%	61%	49%	51%	52%
Not urgent	6%	14%	11%	12%	0%	8%	5%	9%	11%
Financial support									
Extremely important	61%	70%	74%	72%	71%	64%	73%	73%	72%
Important	39%	30%	26%	28%	29%	36%	25%	26%	27%
Not urgent	0%	0%	0%	0%	0%	0%	2%	1%	1%
Intercollegiate sports									
Extremely important	19%	15%	13%	14%	6%	8%	1%	7%	11%
Important	56%	53%	24%	34%	47%	58%	45%	44%	39%
Not urgent	22%	28%	46%	39%	47%	31%	54%	44%	41%
Maintaining academic quality									
Extremely important	39%	64%	46%	51%	65%	61%	54%	56%	53%
Important	56%	36%	52%	48%	29%	39%	41%	41%	45%
Not urgent	6%	0%	0%	0%	6%	0%	5%	3%	2%
Recruitment of minority-group students									
Extremely important	47%	30%	9%	17%	12%	19%	21%	18%	28%
Important	39%	57%	13%	29%	82%	44%	53%	57%	47%
Not urgent	14%	13%	78%	53%	6%	36%	26%	25%	24%
Research support									
Extremely important	42%	4%	3%	8%	29%	3%	1%	2%	5%
Important	58%	39%	20%	30%	71%	42%	22%	25%	28%
Not urgent	0%	57%	61%	51%	0%	56%	71%	66%	58%
Student aid									
Extremely important	25%	35%	33%	33%	47%	78%	66%	67%	49%
Important	64%	56%	46%	51%	47%	22%	31%	29%	40%
Not urgent	11%	9%	20%	16%	6%	0%	3%	3%	10%
Student recruitment									
Extremely important	42%	60%	72%	66%	41%	72%	61%	62%	74%
Important	39%	28%	22%	24%	47%	25%	16%	16%	20%
Not urgent	19%	13%	7%	9%	12%	3%	3%	2%	6%

Institutions with more than 2,500 students, a graduate program, and at least one professional program. Comprehensive 2-year institutions.

Note: Survey results are based on a stratified random sample of 240 college and university presidents contacted in July. Percentages may not add to 100 because of rounding and because the "don't know" and "not applicable" responses are omitted.

Level of Demand on Presidents' Attention

	Public				Private				
	Doctoral	Comprehensive	2-year	All	Doctoral	Comprehensive	Liberal arts	All	All institutions
Academic affairs									
More demanding	14%	32%	20%	22%	29%	22%	27%	28%	25%
Normal demand	81%	58%	74%	71%	65%	50%	61%	59%	65%
Less demanding	6%	6%	7%	6%	0%	14%	9%	10%	8%
Alumni activities									
More demanding	25%	26%	13%	17%	12%	28%	28%	26%	22%
Normal demand	67%	60%	54%	57%	82%	58%	62%	64%	60%
Less demanding	6%	9%	15%	13%	0%	6%	7%	7%	10%
College-staff relations									
More demanding	14%	21%	43%	35%	6%	25%	24%	25%	30%
Normal demand	75%	66%	52%	58%	76%	56%	69%	67%	62%
Less demanding	8%	9%	4%	6%	12%	14%	5%	5%	6%
Community affairs									
More demanding	25%	40%	59%	51%	35%	39%	29%	29%	40%
Normal demand	67%	49%	41%	46%	53%	56%	61%	61%	53%
Less demanding	8%	8%	0%	3%	6%	0%	7%	7%	5%
Federal relations									
More demanding	6%	9%	7%	7%	59%	36%	28%	37%	22%
Normal demand	61%	66%	59%	61%	35%	47%	53%	47%	54%
Less demanding	31%	21%	28%	27%	0%	11%	13%	12%	19%
Financial affairs									
More demanding	47%	55%	59%	57%	24%	36%	56%	47%	52%
Normal demand	50%	40%	41%	42%	71%	50%	38%	47%	44%
Less demanding	0%	2%	0%	0%	0%	8%	4%	3%	2%
Fund-raising									
More demanding	72%	60%	54%	57%	59%	61%	76%	76%	67%
Normal demand	25%	32%	35%	33%	35%	31%	20%	20%	27%
Less demanding	0%	2%	2%	2%	0%	3%	1%	1%	1%
Intercollegiate sports									
More demanding	47%	42%	15%	25%	35%	28%	18%	18%	22%
Normal demand	42%	42%	33%	36%	29%	42%	62%	54%	45%
Less demanding	8%	9%	22%	17%	24%	22%	11%	13%	15%
State-government relations									
More demanding	50%	55%	70%	64%	24%	47%	35%	38%	52%
Normal demand	50%	40%	28%	33%	53%	44%	44%	47%	40%
Less demanding	0%	2%	2%	2%	0%	3%	13%	6%	5%
Student relations									
More demanding	8%	13%	11%	11%	18%	19%	14%	17%	14%
Normal demand	78%	72%	76%	75%	65%	61%	74%	70%	73%
Less demanding	14%	11%	13%	13%	12%	11%	9%	10%	11%

Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Almost Half of All Colleges Found to Operate at a Deficit Sometime During Last Few Years

WASHINGTON

Nearly half of all colleges and universities operated in the red sometime in the last few years. Most of them boosted their revenues by doing more fund raising and increasing their efforts to recruit and retain students, according to the American Council on Education.

A survey by the council found that a majority of institutions practiced specific management techniques to gain greater control over their finances and programs, and most of them considered the techniques useful.

► Three-quarters used a formal process of long-range planning to define their institutional mission and to develop, carry out, and evaluate their activities.

► Nearly three-quarters had a cash-management program, whereby the flow of income is monitored and controlled.

► Seven in ten reviewed their academic programs at least once a year to determine the content of courses and the demand for them.

► Half had a central contingency fund, a general pool to cover the losses of college departments.

The survey covered the period from 1980-81 to 1983-84, and its results were based on the responses of 170 colleges and universities. Because of their complex administrative structure, research universities were excluded from the study.

'Far More Sophisticated'

According to Sal Corrallo, an official in the U.S. Education Department's Office of Planning, Budgeting, and Evaluation who developed the survey, the results show that colleges have become "far more sophisticated about planning than they were in the 1970's."

That most of the institutions practice long-range planning is a good sign for the future financial health of academe, he said.

Nationwide, 45 per cent of all colleges and universities experienced a revenue shortfall in the last few years. For public and private institutions, the figures were 49 per cent and 42 per cent, respectively. Comprehensive universities had the highest incidence of financial difficulty, with 54 per cent operating in the red.

The table at right shows the strategies used by the 45 per cent of colleges that suffered revenue shortfalls during the last few years to improve their financial condition.

Broadly, the activities were aimed at increasing revenue, decreasing costs, or changing academic programs to attract more students.

The first column gives the percentage of institutions that used and rated the strategy, and the second gives the percentage of those that gave it high marks in improving their institutions' finances.

The survey was paid for by the Department of Education, the National Endowment for the Humanities, and the National Science Foundation.

Copies of the survey report, *Conditions Affecting College and University Financial Strength*, are available free of charge from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington 20036. Orders should be accompanied by a self-addressed mailing label. —JEAN EVANGELAUF

How Colleges Dealt with Revenue Shortfalls

	Used by	High rating
Increased effort devoted to fund raising	69%	62%
Increased student retention efforts	67%	49%
Increased recruitment efforts directed at all student levels	67%	61%
Increased number of student-aid grants from institutional funds	49%	52%
Decreased faculty size	45%	52%
Increased class size	38%	60%
Decreased academic support staff	38%	36%
Decreased support staff for general administration	36%	24%
Decreased support staff for plant maintenance	35%	21%
Increased number of adult and evening classes	34%	47%
Increased student-body size	33%	70%
Increased faculty compensation	31%	34%
Decreased number of courses	29%	44%
Increased number of programs	26%	47%
Decreased number of programs	25%	41%
Decreased amount of plant maintenance	24%	21%
Increased number of community services	23%	49%
Increased recruitment efforts directed at upper-division students	22%	61%
Increased number of courses	21%	40%
More selective entrance requirements	20%	46%
Decreased student-body size	19%	36%
Increased amount of plant maintenance	18%	59%
Increased support staff for general administration	17%	44%
Increased faculty size	15%	43%
Increased size of physical plant	15%	60%
Decreased number of community services	15%	15%
Increased academic support staff	12%	37%
Increased support staff for plant maintenance	11%	8%
Decreased faculty compensation	10%	64%
Decreased number of adult and evening classes	10%	24%

SOURCE: AMERICAN COUNCIL ON EDUCATION